



Key Stage 3

National Strategy

Guidance

Curriculum and
Standards

ICT across the curriculum

ICT in geography

ICT consultants and tutors

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Key Stage 3

National Strategy

ICT across the curriculum

ICT in geography

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Introduction

About the *ICT across the curriculum (ICTAC)* pack

The training pack for *ICT across the curriculum* (ICTAC) forms part of the Key Stage 3 National Strategy's support for whole-school improvement. It should be used flexibly to suit local circumstances and, if you have chosen ICT across the curriculum as your whole-school priority, will be supported by your local Key Stage 3 lead consultant for ICTAC.

The ICT across the curriculum (ICTAC) pack is a set of materials designed to promote the use of ICT across all subjects in schools. It builds on the work of the Key Stage 3 National Strategy ICT strand and the ICT capability that pupils are bringing to their subject lessons from their ICT lessons. It also considers the value that ICT can add to teaching and learning in subjects and the need for a whole-school approach to develop coherent and effective practice across the curriculum.

The training pack comprises:

- a management guide;
- a series of *ICT in ...* printed guides (one per subject);
- exemplification materials on the subject-specific CD-ROMs;
- case study video on the subject-specific CD-ROMs;
- subject-specific A2 colour posters describing use of ICT capability (two per subject).

About this *ICT in geography* guide

This *ICT in geography* guide is intended for subject leaders and teachers.

The main objectives of this publication are to:

- raise awareness of how the ICT capability, as set out in the National Curriculum for ICT and taught in ICT lessons, can be applied and developed in geography;
- analyse the opportunities that exist in geography for developing and applying pupils' ICT capability;
- consider how ICT can add value to the teaching and learning of geography.

The past five years have seen a slow but steady improvement in pupils' achievements in ICT capability, the quality of teaching, and the leadership and management of ICT ... The complementary use of ICT across subjects, however, has been slow to develop and is uneven across schools and subjects ...

The effective balance between the teaching of ICT skills, knowledge and understanding on the one hand and the application of these as part of learning across subjects on the other hand remains a difficult and elusive goal for the majority of schools.

*(Information and communication technology in secondary schools:
Ofsted subject reports 2002/03)*

ICT capability

What do we mean by 'ICT capability'?

ICT capability involves technical and cognitive proficiency to access, use, develop, create and communicate information appropriately, using ICT tools. Learners demonstrate this capability by applying technology purposefully to solve problems, analyse and exchange information, develop ideas, create models and control devices. They are discriminating in their use of information and ICT tools, and systematic in reviewing and evaluating the contribution that ICT can make to their work as it progresses.

ICT capability is much broader than acquiring a set of technical competencies in software applications, although clearly these are important. ICT capability involves the appropriate selection, use and evaluation of ICT. In essence, pupils need to know **what** ICT is available, **when** to use it and **why** it is appropriate for the task.

For example, when pupils are creating a presentation, they use their ICT capability to select appropriate software, consider fitness for purpose and match content and style to a given audience. It is important that lessons are not driven by software or technology but are focused on clear objectives in geography, where ICT is used as a vehicle to support achievement of those objectives and to enhance teaching and learning in geography.

Requirements for ICT in the National Curriculum

There are two statutory responsibilities within the National Curriculum for teaching ICT in schools at Key Stage 3. Schools need to ensure that all pupils are:

- **taught** the programme of study, at each key stage, as set out in the *National Curriculum for Information and communication technology* – the attainment target, ICT capability, sets out the expected standard of pupils' performance required at each level;
- given opportunities to **apply and develop** their ICT capability through the use of ICT tools to support their learning in all subjects.

The first bullet point focuses upon teaching ICT as a subject, whereas the second point refers to applying the subsequent ICT capability across other subjects.

ICT – the subject

In this publication, 'ICT – the subject' refers to the teaching of the National Curriculum for ICT. Advice on how ICT can be taught as a subject is detailed in the Key Stage 3 National Strategy publication, the *Framework for teaching ICT capability: Years 7, 8 and 9* (DfES 0321/2002). The Framework breaks down the Key Stage 3 ICT programme of study into yearly teaching objectives. It also recommends that schools should allocate a minimum of one hour per week for discrete ICT teaching in each year of Key Stage 3, to ensure sufficient time for the programme of study to be taught effectively.

The Strategy's guidance about how to teach ICT capability as a subject is extensive. A series of sample teaching units, developed from the QCA/DfEE publication, *A scheme of work for Key Stage 3 information and communication technology*, includes detailed lesson plans and resources showing how the ICT yearly teaching objectives can be taught in lessons. The units are intended to provide a stimulus for planning, for individual schools to adapt and integrate within their own schemes of work.

All of the materials and guidance for teaching ICT as a subject are available on the website for the Key Stage 3 National Strategy (www.standards.dfes.gov.uk/keystage3).

Teaching ICT as a subject is therefore not the focus of this publication, but there are clearly overlaps with the use of ICT in other subjects that should be considered. Consequently, this and related publications include guidance about how pupils can be given opportunities to apply and develop their ICT capability in other subjects, and how these relate to the teaching of ICT as a subject.

ICT – in subjects

Successful implementation of the ICT strand of the Key Stage 3 National Strategy will give pupils a sound level of ICT capability and the transferable skills to build upon in their learning of other subjects. This has implications for teachers across all subjects in the curriculum.

Pupils will come to geography lessons with expectations about how they might apply ICT to move their own learning forward. Geography teachers will not need to teach ICT capability but can exploit new opportunities for pupils to apply and develop the capability that they already have, to enhance their learning in geography. Consequently, the focus of the lesson remains firmly rooted in geography and teachers are not burdened with the need to teach ICT.

There are implications for subject teachers, in that they will need a good understanding of the breadth of ICT capability that pupils have been taught and will be bringing to their lesson. This is explored later in this section. Teachers will also need to know which parts of ICT capability offer significant opportunities for teaching and learning in geography and how they can be incorporated into existing schemes of work. This is explored in detail in sections 2 and 3. The use of ICT needs to be purposeful and to add value to the teaching and learning of geography and should not be seen simply as a bolt-on. It needs to be carefully integrated into geography lessons, with a clear rationale for its use. Some examples of lessons are outlined in section 4 and included, in full, on the accompanying CD-ROM.

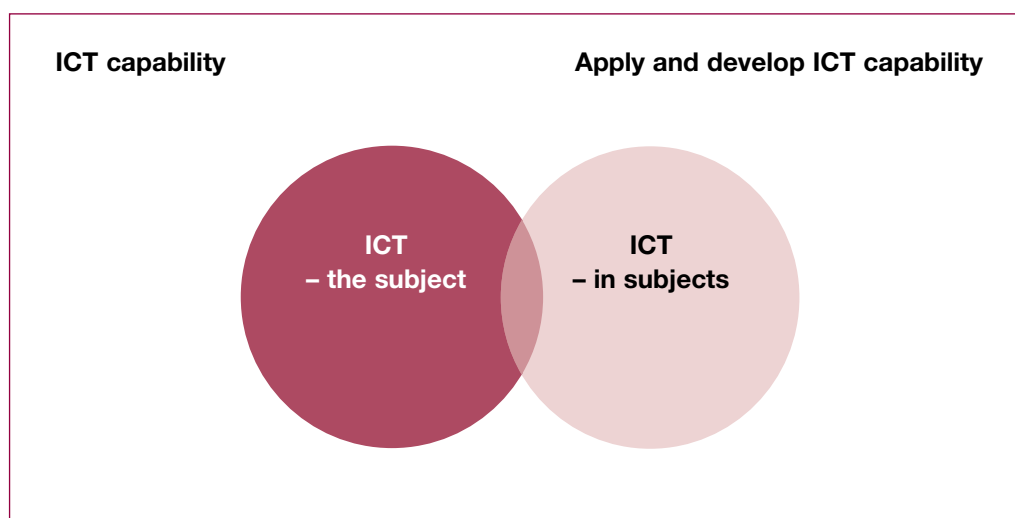
The relationship between ‘ICT – the subject’ and ‘ICT – in subjects’

Pupils’ ability to apply their ICT capability across the curriculum is largely dependent on the effective teaching and learning of ICT in the first place. Pupils’ use of ICT in other subjects may be ineffective if they do not already have an appropriate level and understanding of ICT capability. This may result in a lack of progress in both ICT and the subject area. For example, asking pupils to produce a presentation in geography will be unproductive if they have little experience of using the software or understanding of how to create meaning and impact for a given audience. Pupils who try to learn new areas of ICT at the same time as new geography content will often fail in both endeavours.

It is crucial that pupils are taught the appropriate ICT capability before applying it in other subjects. The relationship between ‘ICT – the subject’ and ‘ICT – in subjects’ can therefore be viewed as interactive and mutually supportive as shown in the diagram on page 9.

Purposeful and appropriate application of ICT in subjects offers pupils opportunities to:

- use their ICT capability to assist and progress their learning in geography;
- engage in higher-order thinking skills, for example, by using ICT to undertake detailed analysis when modelling data;
- demonstrate, apply and reinforce their understanding of ICT capability within a range of subject contexts. The transferability of ICT capability is an important aspect of progression in pupils’ knowledge, skills and understanding.



It is important to recognise that pupils using ICT effectively in subjects may not always be applying high levels of ICT capability. For example, using a wordprocessor to draft and redraft text is a valid and powerful activity in a range of subjects; using software to support learning in MFL or using a learning support program in mathematics or a bespoke program designed to aid learning in science can be significant in helping pupils to make progress. In all such cases, ICT fulfils a legitimate function if using it moves learning in the subject forward, but it may make little contribution to developing the ICT capability taught in ICT lessons.

As pupils become more confident and proficient in using ICT there will be opportunities to apply and develop higher levels of ICT capability in subjects, for example, producing web pages for a given purpose and audience, manipulating data to test a hypothesis, or incorporating sound and video into a presentation to add meaning and impact. It is important to reiterate that, whatever the level of ICT capability applied, it must add value to teaching and learning in the subject.

Although the *Framework for teaching ICT capability; Years 7, 8 and 9* (DfES 0321/2002) recommends that schools allocate discrete ICT teaching time in all years at Key Stage 3, it will be for schools to decide which is the most effective model. There may be some opportunities for aspects of ICT capability to be taught in a different subject area and then also applied in an appropriate context. For example, the control elements of the National Curriculum for ICT could be taught within design and technology. However, teaching subject objectives and ICT objectives at the same time can be problematic and teachers should be aware of the potential for the lesson to lose sight of the ICT objectives. Progress in the teaching and learning of a particular subject can also be disrupted by the time taken to teach the required ICT component from scratch.

Many schools continue to cling to a belief that cross-curricular provision can deliver good progression in ICT capability, in spite of inspection evidence to the contrary over recent years. The weight of evidence suggests that what works best is a balance between discrete provision and the application of ICT capability across other subjects. However, many schools continue to struggle to achieve this.

*(Information and communication technology in secondary schools:
Ofsted subject reports 2001/02)*

An integrated approach to ICT across the curriculum



A whole-school policy for ICT across the curriculum

Schools put considerable investment into ICT resources. However, this investment alone will not necessarily give pupils appropriate opportunities to apply and develop ICT capability – nor automatically add value to teaching and learning. Effective implementation of ICT across the curriculum is much more complex and involves strategic management and coordination within whole-school policies. An effective model of applying and developing ICT across the curriculum depends on a number of factors, including:

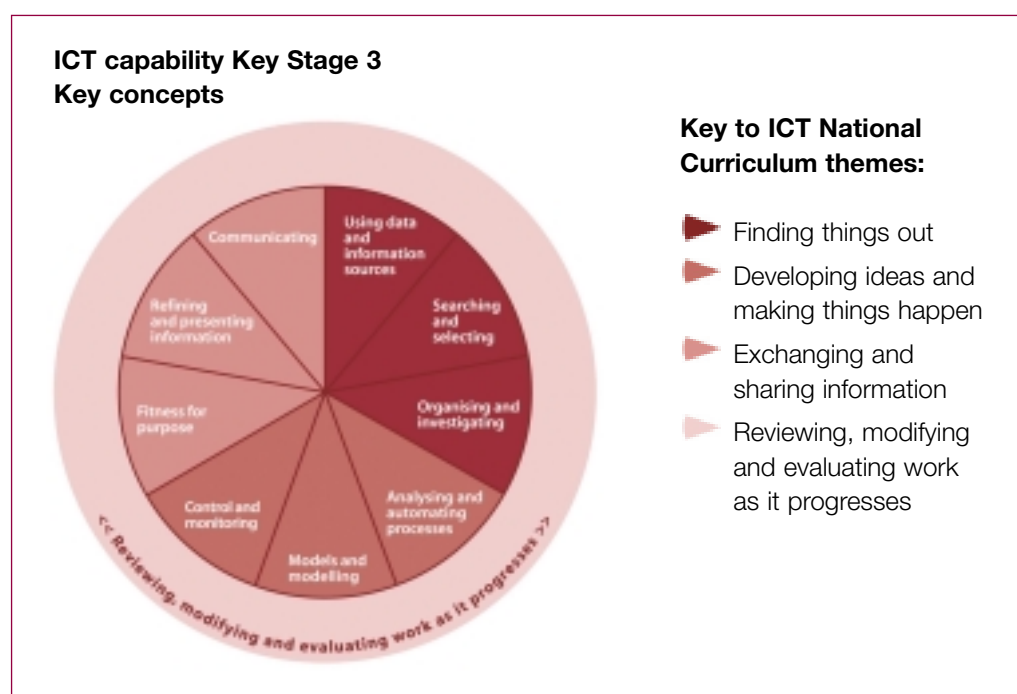
- effective teaching of the National Curriculum programme of study for ICT (the subject);
- appropriate opportunities for pupils to apply and develop ICT capability in a range of subjects and contexts (transferable knowledge, skills and understanding);
- deployment of resources so that subject areas can access ICT when it is needed, including provision of ICT within subject classrooms or areas;
- a policy for purchasing of resources that maximises their use and allows for flexibility of use, for example, whole-class teaching, small-group work, individual teacher use – this could include consideration of whole-school networking provision, laptops and wireless networking capability;
- planned use of ICT in schemes of work for all subjects, so that resources can be deployed and organised appropriately;
- whole-school policies which clearly map and sequence opportunities for application and development of ICT, so that pupils bring the appropriate ICT capability to subject lessons;
- whole-staff awareness of ICT capability and what can reasonably be expected of pupils in each year.

Key concepts in the *Framework for teaching ICT capability: Years 7, 8 and 9*

The National Curriculum programme of study for ICT groups the knowledge, skills and understanding that pupils need to acquire into four themes:

- finding things out;
- developing ideas and making things happen;
- exchanging and sharing information;
- reviewing, modifying and evaluating work as it progresses.

The *Framework for teaching ICT capability: Years 7, 8 and 9* (DfES 0321/2002) subdivides each of the first three themes into three key concepts. The resulting nine key concepts describe the breadth of ICT capability and progression in learning through Key Stage 3. This provides a useful vehicle when discussing how ICT can most enhance teaching and learning in subjects. The fourth theme (reviewing, modifying and evaluating work as it progresses) is a critical feature of ICT capability, which needs to be integrated throughout all areas.



The diagram above shows the nine key concepts of ICT capability. Further guidance about each of these concepts can be found in Appendix 1.

In the ICT Framework, each key concept is broken down into suggested yearly teaching objectives in Years 7, 8 and 9, to identify progression through the key stage. The yearly teaching objectives are displayed in full in Appendix 2.

The breakdown of ICT capability into the nine key concepts shown in the diagram helps identify the most appropriate areas of ICT to enhance teaching and learning in subjects. It is important that pupils are given sufficient opportunities to develop and apply the full range of their ICT capability in the curriculum.

Planning and sequencing ICT across the curriculum

Subject teachers need to know what they can reasonably expect a pupil to know, understand and be able to do at each point in Key Stage 3.

Schools will need to map and sequence the teaching of ICT capability. This will identify when subject teachers can reasonably expect to develop and apply pupils' ICT capability and move teaching and learning forward in their own subject teaching and learning. For example, once pupils have been taught appropriate search techniques on the Internet, including consideration of validity and bias, they can be expected to undertake purposeful research in other subjects and present their findings.

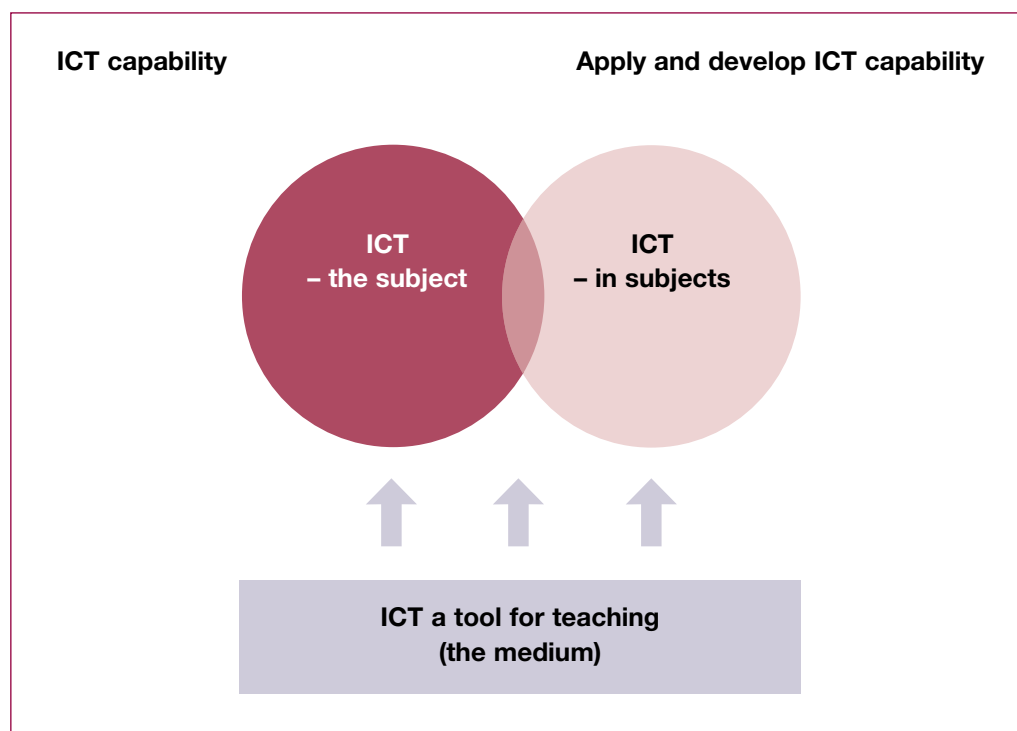
It is also important to consider the experiences of pupils at Key Stage 2. Again, individual schools will differ but Appendix 3 (extracted from the *Framework for teaching ICT capability: Years 7, 8 and 9* (DfES 0321/2002)) describes what most pupils should have learned in ICT by the end of Key Stage 2. This summary is based largely on pupils following the Key Stage 2 QCA scheme of work, or equivalent, during Years 5 and 6.

ICT as a teaching tool

So far we have reviewed the use of ICT as a learning tool for pupils and have acknowledged how pupils who are confident and proficient in ICT can bring with them opportunities for extending their **learning** as they use their ICT in other subjects in the school curriculum.

However, existing and emerging ICT **teaching** tools provide further opportunities to enhance subjects and add value to teaching and learning. For example, the use of interactive whiteboards, video projection units, microscopes connected to computers, prepared spreadsheets to capture and model data, CD-ROMs, presentations with video and carefully selected resources from the Internet all provide examples of how ICT can be embedded into subject teaching.

The diagram on page 9, showing ICT across the curriculum, can therefore be extended to include ICT as a tool or medium for teaching.



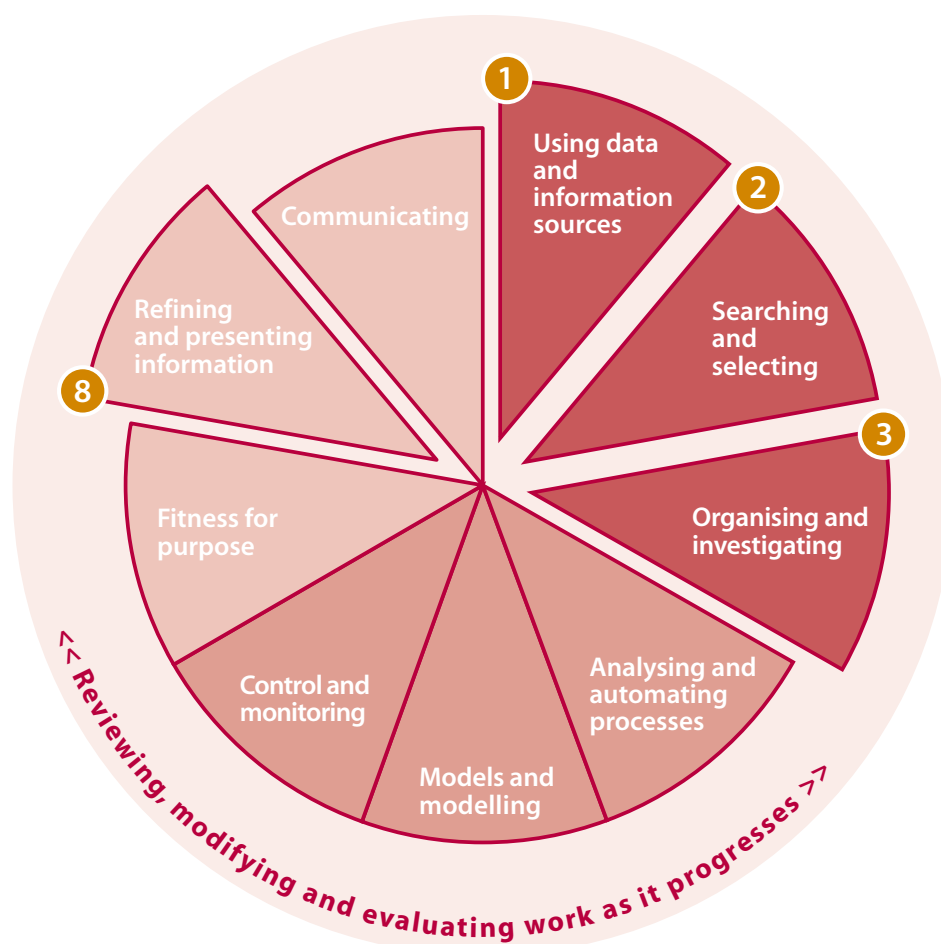
Clearly elements of the model will overlap and impinge on each other. For whole-school policies for ICT across the curriculum the challenge is to make the most purposeful use of the available resources across all teaching and learning. Opportunities to embed ICT suitably in subject-teaching need to be exploited, as appropriate.

Use of ICT by a teacher may involve little or no use of ICT by pupils and, consequently, may do little to apply and develop their ICT capability. However, use of ICT by the teacher can enhance and stimulate the learning experiences of pupils and contribute to the achievement of subject objectives. It is important to recognise the different contributions that ICT can make to teaching and learning and acknowledge the importance of each. A policy for ICT across the curriculum should consider all these elements and the relationships between them.

Some examples of how this could be done in geography are outlined in section 4 and included in detail on the accompanying CD-ROM.

The DfES CD-ROM, *Embedding ICT @ Secondary*, also provides a series of subject-specific case studies focusing on teacher-use of ICT.

The diagram introduced on page 11 has been expanded to highlight some of the ICT key concepts that are particularly significant for geography. These are expanded further on the *ICT in geography* posters (DfES 0209–2004 G) that accompanies this pack.



Key to ICT National Curriculum themes:

- ▶ Finding things out
- ▶ Developing ideas and making things happen
- ▶ Exchanging and sharing information
- ▶ Reviewing, modifying and evaluating work as it progresses

An overview

The expectation is that pupils will have been taught all nine key concepts of ICT capability in their ICT lessons. This provides the foundation for the application and further development of these ICT key concepts across the curriculum. The nine key concepts are shown in the diagram on the opposite page.

Although many of the ICT key concepts could be applied and developed in geography, some are more significant than others. The four ICT key concepts, highlighted in the diagram, that are particularly significant for geography are:

- using data and information sources;
- searching and selecting;
- organising and investigating;
- refining and presenting information.

Other ICT key concepts can also be applied and developed. For example, to develop the key concept relating to models and modelling, pupils could use computer models to assist their understanding that variables, and combinations of variables, affect outcomes. Pupils can then take decisions about real or fictitious situations such as the location of a settlement, or shopping habits in the local area, and see the results immediately. They can then make further decisions about how to affect the outcomes by altering the variables.

How can the use of ICT raise standards in geography?

ICT can be used as a tool to:

- support teachers:
 - to teach geography more effectively;
 - to improve lesson design;
 - to transform teaching and learning;
 - to engage and motivate pupils to learn more effectively;
- provide opportunities for pupils to learn in alternative and challenging ways using a wide range of sources of information and techniques to support critical thinking;
- support both individual and collaborative work;
- allow pupils access to sources of information relevant to a particular enquiry by searching websites on the Internet;
- allow pupils to identify and select the most useful information and geographical sources for an investigation;
- enable pupils to seek answers to focused geographical questions by searching large datasets;
- enable pupils to improve their decision-making skills through the use of computer-generated models;
- enable pupils to review, refine, redraft and modify work in progress;
- help pupils to refine and present their ideas more effectively and in various ways.

Planning and progression

Teachers should expect pupils in any given year to have been taught all or most of the ICT Framework objectives from the previous year. Geography teachers may also wish pupils to apply ICT capability learned during the year in which they are being taught. It is important to liaise with the ICT department to ensure that the levels of expectation and challenge are appropriate to pupils' experiences and levels of ICT capability.

To ensure the effective use of ICT in geography, teachers should:

- plan the use of ICT by pupils in collaboration with the ICT department to ensure that pupils have appropriate ICT skills;
- analyse how to build on prior learning in geography and ICT to inform planning of schemes of work and design of lessons;
- be sure that ICT resources are available for the lesson.

It is important to plan for a range of uses of ICT, to ensure that pupils' capability is developed and consolidated as they progress, both in geography and in the use of ICT. In particular, teachers should plan to use ICT in geography lessons at a level that pupils have already covered in ICT lessons.

Teachers will need to ensure that:

- pupils' use of ICT is varied but appropriate to their learning in geography;
- as pupils' ICT capability increases they are given further opportunities to apply and develop aspects of that capability in geography lessons.

It may be appropriate to use low-level ICT skills to enhance learning in geography, but pupils should also be given opportunities to apply higher-order skills. This should enable pupils to enhance their learning in geography further, as well as to develop their ICT capability. Using higher-level ICT will also increase pupils' motivation by providing new opportunities for learning that could not be achieved easily in other ways.

Awareness of pupils' capability in ICT will enable teachers to plan lessons that use and apply ICT in ways that help challenge and motivate pupils of all attainment levels. It is expected that:

- Year 6 ICT capability will support Year 7 work in geography;
- Year 7 ICT capability will support later Year 7 and Year 8 work in geography;
- Year 8 ICT capability will support later Year 8 and Year 9 work in geography;
- Year 9 ICT capability will support both later Year 9 work in geography and GCSE work.

Appendix 2, *Yearly teaching objectives for ICT*, and Appendix 3, *End of Key Stage 2 expectations*, provide a useful starting point for this, but practice in individual schools will vary, depending on how and when the National Curriculum for ICT is taught.

Planning to use ICT in geography lessons

Effective communication between the geography and ICT departments will foster a clear understanding of the timescale during which pupils should have developed the different ICT capability in each year. Geography teachers need to identify opportunities to exploit pupils' capability in ICT to move learning in the subject forward. They also need to consider whether the use of ICT is appropriate to the aspect of geography being taught.

When planning for ICT use in lessons teachers should consider whether:

- the ICT is adding value to the lesson:
 - Would the geography learning outcomes be achieved as or more efficiently without the use of ICT?
 - Is the identified form of ICT (both hardware and software), the most appropriate one to use?
- there are opportunities in the plenary for pupils to communicate their understanding of how ICT has contributed to their learning in geography;
- schemes of work reflect a range of uses of ICT:
 - by pupils to consolidate and develop their ICT capability;
 - by teachers to support teaching of the National Curriculum for geography.

This section identifies some of the opportunities for applying and developing pupils' capability in ICT that can be built into medium- and short-term planning in geography. It considers ICT key concepts which offer significant opportunities to enhance pupils' learning in geography and gives some brief examples of how this could happen in classrooms.



This symbol indicates that the lesson is based on one that is described in detail on the accompanying CD-ROM.

Using data and information sources

The critical examination of information and data is a key component of geographical enquiry. This includes an emphasis on identifying biased viewpoints and related persuasive arguments. Use of ICT allows pupils to analyse and evaluate evidence and draw and justify conclusions. There is a wealth of information and up-to-date statistics on websites, giving access to material relevant to geographical enquiry that simply could not be available through any other medium. Pupils have unparalleled opportunities to identify, select and use sources appropriate to particular enquiries. The quantity of material available on the Internet gives pupils opportunities to develop skills that help them to evaluate both the information they receive and the websites themselves. The use of data and information sources through ICT can help them to develop and improve these skills. However, teachers need to be aware that the Internet is an unregulated resource and can provide a forum for individuals or groups to put forward biased views or beliefs.

Pupils in Year 8 were investigating the impact and meanings given to images of different countries (QCA scheme of work, unit 12). They evaluated the promotional websites for the capital cities of a number of countries, and devised a recording sheet on which to enter specific information about the content and style of each website. They were able to check the validity of statements on the website by comparing statements about the city with information from other sources, including CD-ROMs such as Encarta. This helped them to identify differences between the sites, which added to their understanding of the validity and reliability of the information. They then produced a wordprocessed report about how facts and opinions included in the information on the website and the promotional nature of the material created bias and influenced the reliability of the information.

As part of their work on the QCA scheme of work, unit 14: *Can the world cope? Ecosystem, population and resources*, Year 8 pupils used population statistics on publicly-available databases, including the new census data, to research migration patterns in and out of the UK. The study was enhanced by the use of information from the Migration Research Unit at University College, London.

Searching and selecting

The ability to select and evaluate material relevant to a task is crucial. Pupils will often be working with information in a variety of forms and will also need to manipulate high volumes of geographical data. Using ICT enables them to search for and select evidence and data from a range of sources. It also provides teachers with opportunities to enhance pupils' capability in developing effective search techniques. The efficient use of navigation, using CD-ROMs and the Internet, and familiarity with search conventions in order to refine their results, are central if pupils are to develop their geographical enquiry skills to the full.

As part of a study of tectonic processes (QCA scheme of work, unit 2), pupils in Year 7 used the Internet to search for information about the location of earthquakes and volcanic eruptions around the world. To aid them in this, they were provided with the criteria for searching and guidance on the specific information they were looking for. They then had to use the information they found to produce a report, which had to include at least one map and an illustration – photographic or graphic – and an analysis of the impact of the forces that produced an eruption. The evaluation of the usefulness of the websites they used was also included in the report.

In another school, pupils in Year 9 were working on tectonic processes (QCA scheme of work, unit 21). They were expected to use a variety of electronic resources to extract high-volume data about earthquakes and volcanoes. This included reports from people affected by a specific volcanic eruption, statistics on the number of people and the amount of property affected, the estimated and actual costs of rebuilding and the location of the event and its proximity to plate boundaries. They displayed their information in a database and analysed it statistically. Pupils then interrogated each other's databases and used them to test hypotheses and identify correlations between the variables.

Organising and investigating

Using ICT enables pupils to undertake geographical enquiry efficiently, by collecting and organising data during fieldwork. Pupils may be required to design and use data-handling structures, which may involve inputting data to a palm- or lap-top computer, either in the field or back in the classroom, as well as through an analysis of secondary sources. The use of ICT supports pupils in formulating and testing hypotheses and encourages them to use a range of techniques to carry out a statistical analysis of the data and present it in an accessible form.

Pupils in Year 8 were working on river processes, using fieldwork to collect data from a small river in their locality (QCA scheme of work, unit 7). They were given guidance about the range of data to be collected during the fieldwork (for example, *pebble size and orientation at specific sites along the river*), that could be used to develop hypotheses. They were required to develop their own investigation sequence, collect, record and present the data, analyse it and draw conclusions. They could use palm-top computers in the field to log their data, which helped them to develop their skills in using statistical data-handling packages.

Pupils in Year 9 were working on understanding climate data, finding information from the Internet, then using spreadsheets to process and manipulate the data and produce climate graphs. They used the data they had collected and represented to explore the quality of the data and the quality of the climate graphs, and to develop their understanding of the geography of climate.

Refining and presenting information

The use of ICT allows pupils to convey the outcomes of geographical enquiry, using a range of media and presentation techniques. Pupils can communicate similar content in ways that have a different impact, depending on the specific task and the audience. Pupils can use presentations to convey a variety of values and attitudes. They can refine and adapt their presentations according to need and the impact they want to make. They can use ICT to draft and redraft their work. They can use their ICT capability to decide which software to use to present information and thus further develop their understanding of how the chosen medium may affect the outcome.

As part of a fieldwork visit to the Dorset coast to study coastal processes, pupils in Year 8 had to make a video to present to classmates who were unable to take part in the field trip. They used digital video cameras and still cameras to record information about the physical consequences of coastal erosion in different locations. They also used questionnaires and live interviews with people living in the localities to collect views about coastal management. The analysis of the results of the questionnaires was included in the video presentation, by means of simple editing software.

Pupils in Year 9 studying rivers produced a presentation for pupils in Year 7. They were asked to use a software package, such as Microsoft PowerPoint™, to demonstrate how river channel management can affect flooding downstream. They were expected to draw on a range of media, including still or moving images, and include sound in their presentations. They were required to evaluate each other's completed presentations and form judgements about the usefulness of the different software packages they had used to create the presentations.

Examples of lessons supplied on the CD-ROM

The CD-ROM includes examples of geography lessons in which ICT is used to enhance teaching and learning. These have been chosen to give a flavour of the type of activities in which pupils' ICT capability can be applied and developed within the context of geography. They also broadly reflect the ICT key concepts identified on page 15 as being most relevant to the geography curriculum. The examples offer support for the teaching and learning of geography. They also provide opportunities for pupils to apply their own ICT capability to new contexts as well as suggesting ways in which teachers can use ICT as a tool in teaching.

In each of the examples, reference is made to the ICT key concept being applied or developed. In each case, the relevant ICT objectives have been taught before they are applied in the geography lesson.

Each example includes a description of the lesson to place it within the context of the curriculum. These identify the geography objectives and the expected outcomes, as well as indicating the ICT capability that pupils will be using in the lesson. The lesson outlines that follow are provided as full lesson plans on the accompanying CD-ROM.

Most lessons are supported by resource files and, where appropriate, links are provided to relevant websites for further resources and software downloads.



Lesson 1 Welcome to my world

Year group: 7

Geography objectives covered	Geography lesson summary
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ■ use maps and plans; ■ use appropriate graphical techniques to present evidence; ■ identify important features of a place and its location; ■ describe the geographical context of the local area; ■ suggest geographical questions for investigation; ■ clarify their knowledge and perceptions of places. 	<p>This lesson allows pupils to investigate places with which each of them is connected. Pupils undertake a differentiated investigation of maps, photographs and data about their place. The lesson supports aspects of the National Curriculum programme of study relating to developing geographical enquiry and skills. It could be used as part of the QCA scheme of work, unit 1: <i>Making connections</i>.</p> <p>Pupils will be expected to:</p> <ul style="list-style-type: none"> ■ understand the concept of 'my place' by identifying characteristic features; ■ record evidence, using appropriate techniques; ■ describe features of the local area; ■ present information, using appropriate graphical and cartographical techniques; ■ develop a framework of place knowledge by locating places studied on a map; ■ identify some of the main similarities and differences between their local area and other places; ■ understand some of the reasons why people have different perceptions of places; ■ interpret a range of maps.
<p>This lesson provides opportunities for pupils to develop their capabilities in the areas of fitness for purpose and refining and presenting information, as pupils will be creating and refining a presentation of their ideas, using a variety of media and for a particular audience and purpose. They will be evaluating the effectiveness of their presentations. It also provides opportunities for pupils to search and select the maps, from the Internet, that they will use for their investigation. This lesson links to <i>ICT Sample teaching units 7.1 and 7.2</i>.</p>	

Lesson 2 Real or imaginary islands

Year group: 7

Geography objectives covered	Geography lesson summary
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ■ undertake an enquiry, using selected websites; ■ develop knowledge and understanding of the geography of the Pacific islands; ■ analyse and investigate evidence about a number of islands; ■ improve their ability to discriminate between fact and fiction; ■ draw conclusions about whether the islands are real or imaginary, supported by evidence. 	<p>This lesson provides opportunities for pupils to develop their abilities to be critical about sources of information. It contributes to aspects of the National Curriculum relating to geographical enquiry.</p> <p>Pupils are expected to:</p> <ul style="list-style-type: none"> ■ apply their geographical knowledge and understanding about islands to form views about whether particular islands, drawn from the Internet, are real or imaginary; ■ develop criteria to apply to other websites about islands, to evaluate their reliability; ■ identify one island that they are certain is real and investigate its physical geography and any environmental issues it faces; ■ present their work about the real island, using either wordprocessing or presentation software.
<p>This lesson contributes to the development of pupils' capability in searching and selecting, by providing opportunities for pupils to search for appropriate information in websites. It also helps to develop their capabilities in refining and presenting information, by combining information from a range of sources to justify their conclusions. This lesson links to <i>ICT Sample teaching unit 7.2</i>.</p>	

Lesson 3 NIMBY wind farms

Year group: 8

Geography objectives covered	Geography lesson summary
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ■ develop further understanding of the effect of energy developments on local people; ■ develop an understanding of different viewpoints of stakeholder groups and the values and attitudes that underpin them. 	<p>This lesson relates to aspects of the National Curriculum which require pupils to explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives. It could contribute to work being done in QCA scheme of work, unit 23: <i>Local actions, global effects</i>. The focus of the lesson is to identify and explore the main aspects of environmental debate between pressure groups and to write accounts of the debates.</p> <p>Pupils will be expected to:</p> <ul style="list-style-type: none"> ■ be able to describe the reasons why wind energy plants are being developed; ■ understand the impact of wind farms on local people and the environment; ■ develop an understanding of the planning process; ■ develop an understanding of the opinions, values and attitudes of different interest groups; ■ make informed judgements, both orally and in writing, based on evidence and weight of argument; ■ develop further understanding of arguments and the evidence on which they are based; ■ develop skills of evaluating opinions and relating them to evidence.
<p>The lesson contributes to developing pupils' capabilities in using data and information sources and searching and selecting, by searching the Internet for appropriate and relevant information about wind farms and the debates about them. It also develops capabilities in the areas of refining and presenting information and fitness for purpose as pupils are expected to produce a report illustrating their findings in electronic form. They are free to choose the form they use and will explain why they have made this choice. The lesson links to <i>ICT Sample teaching unit 8.3</i> which, in lesson 1, focuses on distinguishing between fact and opinion, and on evaluating validity, reliability and clarity.</p>	

Lesson 4 Misleading climate graphs

Year group: 8

Geography objectives covered	Geography lesson summary
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ■ develop further understanding of spatial and temporal patterns of climate in at least one biome, but some will develop comparative ability in two or more of the major biomes; ■ develop skills in using subject knowledge to check for errors in data and some will learn to be more systematic and be able to apply them in other contexts; ■ develop further understanding of climate statistics, and how they are represented in graphical form and some will be able to explain why they are represented the way they are; ■ develop skills in improving descriptions of data and graphs to develop further detail in their writing and some will progress further to comparisons. 	<p>This lesson is part of the National Curriculum programme of study relating to an understanding of the difference between weather and climate, and how and why aspects of weather and climate vary from place to place. It relates to the requirement that pupils should analyse and evaluate evidence and analyse statistical data. This lesson focuses on improving pupils' understanding of climate data and ways to represent that data in graphical form. Pupils will learn to automate calculations and represent them in a graphical way, by using spreadsheets.</p> <p>Pupils will be expected to:</p> <ul style="list-style-type: none"> ■ be able to describe key features of the pattern of temperature and rainfall of the climate of a particular biome; some will progress further and compare two or more; ■ suggest the most likely errors in the data; some will be able to offer geographical and mathematical reasoning for their choices; ■ develop skills in reading data and calculating climate statistics, using functions in spreadsheets; some will be able to explain those calculations; ■ develop an understanding of quality criteria of good climate graphs; some will be able to explain the difference between discrete and continuous data and why one is a line graph and the other a bar graph and not vice versa; ■ write better descriptions using numerical values of the pattern of average temperature and rainfall through the year; some will progress further and write comparative descriptions of two or more biomes.
<p>The lesson contributes to the development of pupils' capabilities in organising and investigating by developing pupils' understanding of how ICT can be used to present information efficiently. The lesson includes an emphasis on the importance of checking data and provides opportunities for pupils to be critical about the data they are using. It also develops pupils' capabilities in graphical representation of data and provides opportunities for pupils to justify their choices. The lesson links to <i>ICT Sample teaching unit 8.1</i>, which involves the capture of weather data from the Internet.</p>	

Lesson 5 Coastal management – should we protect the Holderness coast?

Year group: 9

Geography objectives covered	Geography lesson summary
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ■ describe and explain how physical processes affect specific locations; some will progress further and develop comparative ability between two or more locations; ■ evaluate the merits of different locations for sustainable coastal management; some will progress further and develop comparative ability between two or more locations; ■ describe and analyse graphs and photographs to support decision-making. 	<p>This lesson is part of a series on coastal environments within the theme of geomorphologic processes. It allows pupils to develop their understanding of physical processes and their impact on places and environments. The lessons would contribute to section 3 of QCA scheme of work, unit 8: <i>Coastal environments</i>.</p> <p>Pupils will be expected to:</p> <ul style="list-style-type: none"> ■ describe key features of a location with specific reference to land use; ■ describe and analyse the rates of erosion along a stretch of coastline; some will progress further and write a comparison of different rates of erosion; ■ develop skills in using data to produce graphs; ■ recognise different land use from aerial photographs.
<p>This lesson provides opportunities for pupils to apply and develop their capabilities in searching and selecting appropriate information as they are expected to assess the value of information from various sources for a particular task. This will also contribute to pupils' understanding of fitness for purpose, as pupils are expected to use given criteria to evaluate the effectiveness of own and others' publications and presentations. Their use of software options and formats to store, retrieve and present electronic material efficiently contributes to the application and development of their capabilities in the area of organising and investigating. This lesson links to <i>ICT Sample teaching units 7.2 and 8.3</i>.</p>	

Further resources

Further resources to support the use of ICT in geography can be obtained from these sources.

Key Stage 3 Strategy	www.standards.dfes.gov.uk/keystage3
ICT in Schools	www.dfes.gov.uk/ictinschools/
QCA	www.qca.org.uk
Becta	www.becta.org.uk See also Becta's ICT advice website: www.ictadvice.org.uk
Ofsted	www.ofsted.gov.uk
National Curriculum in Action	www.ncaction.org.uk/subjects/ict/inother.htm
Teachernet	www.teachernet.gov.uk/teachingandlearning/resourcematerials/
Virtual Teacher Centre	http://vtc.ngfl.gov.uk/docserver.php
National Grid for Learning	www.ngfl.gov.uk
Curriculum Online	www.curriculumonline.gov.uk
National College for School Leadership	http://www.ncsl.org.uk/index.cfm
National Association for Special Educational Needs	www.nasen.org.uk

Geography

The Geographical Association	www.geography.org.uk
Royal Geographical Society with Institute of British Geographers (RGS-IBG)	www.rgs.org

Key questions

This section is intended to support subject leaders when working with their respective departmental teams to move ICT across the curriculum forward. Subject leaders play a crucial role in raising standards by securing and sustaining improvement in the application of ICT capability in all subjects.

Fundamentally, there are four key questions for subject leaders to consider with their subject teams.

- How is use of ICT currently enhancing teaching and learning in geography?
- What further opportunities can be exploited?
- What is inhibiting further use of ICT?
- What are the next steps in moving the department forward?

This section offers suggestions for some next steps for you and your department, broadly based around:

- reviewing your current position;
- meeting the requirements for ICT in the geography National Curriculum (where appropriate);
- identifying how the ICT National Curriculum is taught in your school;
- applying and developing ICT capability from the ICT National Curriculum;
- using the materials in this ICTAC pack to move forward;
- action-planning – making it happen in your department.

Below are some prompts and suggestions for analysing your existing provision, understanding how ICT is taught in your school and identifying potential new opportunities for teaching and learning in your subject.



Reviewing your current position

discussion points

How is ICT being used in your department?

Identify ways in which ICT is currently used in lessons in your department to add value to teaching and learning.

- What good practice in using ICT currently exists in your department and how does it enhance teaching and learning?
- For each of these areas, is ICT being used by pupils, by teachers or by both?
- Are all teachers in your department using ICT in lessons in the same way or are individual teachers just using their own ideas?
- How can these ideas be shared with other teachers in the department?

You could consider:

- asking teachers in your department to identify where they use ICT in their lessons and how it impacts on teaching and learning in your subject: use the diagram on page 14 to identify where the use of ICT fits;
- allocating time at departmental meetings to share existing good practice and to look at ways in which it could be incorporated or adapted into schemes of work for all teachers in the department;
- setting up peer observation or paired teaching for colleagues to observe each other and assess the value that ICT is adding to the lesson – you may find the Key Stage 3 guidance on coaching (included in *Sustaining Improvement: a suite of modules on Coaching, Running networks and Building capacity* (DfES 0565–2003G)) a useful tool to help you with this;
- using the audit document on the CD-ROM to help analyse your current position. This is adapted from the Key Stage 3 Strategy publication, *Securing improvement: the role of subject leaders* (DfES 0102/2002), which provides further guidance on subject leadership.

ICT in the geography National Curriculum

discussion points

Does the use of ICT in your department reflect the National Curriculum requirements for your subject?

Identify any explicit references to the use of ICT in your subject National Curriculum orders and ensure that these areas are already being covered in your department's scheme of work.

- How do you ensure that all teachers in your department are dealing with the explicit references to ICT in your subject?
- How do you monitor, review and evaluate the ICT experiences of all pupils across all classes that are taught by your department?

You could consider:

- using the National Curriculum orders for geography to identify where the programme of study refers to ICT, either specifically or as an example of how a particular aspect of the subject might be taught. The *National Curriculum in Action* website provides a useful starting point for this and outlines statutory requirements and non-statutory opportunities for your subject, see <http://www.ncaction.org.uk/subjects/ict/inother.htm>;
- identifying, within your departmental schemes of work, how and when each of these references will be covered;
- ensuring that you have planned access to the resources you will need by liaising with your ICT coordinator and/or the SMT member with responsibility for ICT across the curriculum;
- sampling pupils' work to ensure consistency across classes; with a focus on the explicit requirements of using ICT in your subject. The Key Stage 3 Strategy publication, *Organising a work sample* (DfES 0390/2003), offers guidance on how you might organise a work-sampling exercise.

Identifying how the ICT National Curriculum is taught in your school

discussion
points

How is the teaching of the ICT National Curriculum organised in your school?

Identify the aspects of ICT that pupils have been taught in ICT lessons during Years 7, 8 and 9.

- *How is the teaching of the ICT National Curriculum organised in your school?*
- *What ICT capability, through taught ICT lessons, can you reasonably expect pupils to be bringing to your subject lessons in each term?*

You could consider:

- discussing with the school's ICT subject leader how ICT is taught across the key stage in your school, in particular, to find out:
 - the timetable allocation for ICT as a subject in Years 7, 8 and 9 – the Key Stage 3 National Strategy recommends one hour per week in each year for ICT lessons;
 - how the scheme of work for ICT is organised in each term, in each year and what ICT capability you would expect pupils to be bringing to your lessons;
 - the use that is made of the Key Stage 3 Strategy's *ICT sample teaching units* – the Strategy has produced detailed lesson plans with accompanying resources for Years 7 and 8, and case studies for Year 9, based on the QCA Key Stage 3 scheme of work.

Applying and developing ICT capability taught in ICT lessons

discussion points

Does the use of ICT in your department reflect the National Curriculum requirement to give pupils opportunities to apply and develop their ICT capability?

Identify where your current scheme of work gives pupils opportunities to apply and develop their ICT capability at a level appropriate to their experience.

- *Are all teachers in your department fully aware of the breadth of ICT capability that pupils are taught in ICT?*
- *Which parts of the ICT National Curriculum are particularly significant for your subject and give pupils potential opportunities to apply and develop their ICT capability?*
- *Are there implications for training for teachers in your department?*
- *Does the scheduling of your subject scheme of work and the ICT scheme of work provide a coherent way forward for pupils' use of ICT?*

You could consider:

- inviting the ICT subject leader to a departmental meeting to explain the breadth of ICT capability that pupils are taught in the ICT National Curriculum. You may find Appendix 2 helpful for the discussion, in that it provides an overview of how the Key Stage 3 programme of study could be broken down into yearly teaching objectives. This appendix is extracted from the Key Stage 3 National Strategy publication, *Framework for teaching ICT capability: Years 7, 8 and 9* (DfES 0321/2002), which also provides further guidance on teaching ICT as a subject;
- identifying areas for staff development, either for individual teachers or the whole department and working with the ICT subject leader and the LEA to establish sources of support;
- discussing with the ICT subject leader possible changes to the schedule of the schemes of work to ensure that, in subject lessons, pupils are building on ICT that has already been taught;
- working with the school's ICT coordinator to identify how your department contributes to the whole-school policy of ICT across the curriculum;
- discussing with other subject leaders in the school how they give pupils opportunities to apply and develop ICT capability in their respective subjects.

Using the resources in the ICTAC pack to move forward

The pack comprises five components:

1 **ICT in ... series guides (this publication)**

The guides consider how subjects can build on the ICT capability taught in ICT lessons, in this case, to add value to teaching and learning in geography.

2 **Video on CD-ROM**

The video on the CD-ROM gives an example of how one subject leader has tackled the use of ICT in geography.

3 **Examples of lessons on CD-ROM**

The examples on the CD-ROM provide lesson plans and resources to demonstrate some ways that ICT could be applied and developed in geography.

4 **Posters**

The poster gives a pictorial representation of the ICT key concepts and examples of how some of these could be relevant to teaching and learning in geography.

5 Management guide

A guide for school leaders, in particular, the senior member of staff with overall responsibility for ICT across the curriculum. It outlines the need for a whole-school approach to ICT across the curriculum and offers guidance on how this may be achieved.

Moving forward

discussion points

How can you move forward, using ICT to add value to teaching and learning in geography?

Use the materials provided in the ICTAC pack to identify new opportunities for pupils to apply and develop their ICT capability.

- *Which of the ICT key concepts are particularly relevant to your subject? Which aspects of ICT capability can be applied and developed in your subject?*
- *What new opportunities are there for adding real value to teaching and learning in your subject by exploiting the ICT capability that pupils are bringing to your lessons?*
- *In the light of pupils' increasing ICT capability, how do you ensure that the most effective use is made of ICT?*
- *How does the work on ICT across the curriculum in your department fit with the whole-school policy of ICT across the curriculum?*

You could consider:

- using the overview of the nine ICT concepts in Appendix 1 of this *ICT in geography* guide to raise your awareness of the ICT that is taught to pupils, and the level of ICT capability that pupils will be bringing to your lessons that you can apply and develop. The nine ICT key concepts provide a way of considering the breadth of ICT capability that pupils will bring to your lessons. Some key concepts will be more relevant than others to your subject and some may well overlap. The important point is that the overview provides a basis for analysing current provision and potential new opportunities;
- using the ICT key concepts described in section 3 of this booklet, and on the accompanying posters, to identify new opportunities for your subject. Examples of how some of these key concepts are significant for geography are given to provide stimuli for analysing your current schemes of work for additional opportunities;
- using the examples of lessons, provided on the CD-ROMs, to provoke thought and compare with your current practice. Overviews of each of these lessons are provided in section 4 of this booklet;
- viewing the video clip on the CD-ROM to consider how one geography department is going about embedding ICT in their subject;
- using the additional resources provided in section 4 of this guide and on the CD-ROM to identify further sources of support and guidance;
- if this is part of a wider-school day on ICT across the curriculum, viewing the video clip on the Management Guide CD-ROM, which considers the critical roles of headteacher, SMT with responsibility for ICT, ICT subject leader, ICT coordinator and other subject leaders in moving ICT across the curriculum forward in the school.

If your school has selected ICT across the curriculum as its whole-school priority, the LEA's ICTAC lead consultant will be able to offer further support and guidance on using the materials in this ICTAC pack.

Working with the ICTAC pack

Action-planning – making it happen in your department

Clearly schools will be at different stages of development with ICT across the curriculum. Departments within individual schools will also be at different stages. This ICTAC pack is designed to be used flexibly, for example:

- as part of a whole-school focus on ICT across the curriculum, supported by the LEA's lead ICTAC consultant;
- as an individual department working within a school;
- as a group of departments within a school;
- as a group of subject departments across schools.

Whatever the scenario, subject leaders should define clear priorities, using the materials in this pack. Consider:

- reviewing the current position;
- using the materials in this ICTAC pack to provoke thought and help identify possible routes forward;
- looking at schemes of work and identifying changes that would have minimal resourcing implications for staff and equipment;
- identifying changes that would have more substantial implications;
- how the work on ICT across the curriculum in your department is located within the whole-school policy for ICT across the curriculum;
- liaising with other key players in the school, in particular, the ICT subject leader and ICT coordinator and/or senior teacher with responsibility for ICT across the curriculum;
- liaising with the LEA for sources of support, in particular, the LEA's lead ICTAC consultant.

Appendix 1

Key concepts

Finding things out

The theme **Finding things out** is concerned not only with finding information from a wide range of sources but also with recognising that the user must judge the quality of content found.

Pupils are taught to make judgements about the validity, reliability and bias of various **data and information sources**, and to select information relevant to a task, using, for example, CD-ROMs or the Internet. They are taught that the way in which different types of information are combined conveys meaning. For example, pupils recognise that the arrangement of text, graphics, and numeric data in an advertisement is intended to persuade us to buy a product.

When **searching and selecting**, pupils are taught to use search engines to find appropriate information, to refine their searches, to make them more effective and to select relevant information by reference to its origin and quality. For example, a pupil searching the Internet for information about global warming might select the data found on a website with a .org or .gov suffix because it should be more reliable.

When **organising and investigating**, pupils are taught to retrieve and collect information for a specific purpose or task. They process the data in various ways to find something out, draw conclusions or answer hypotheses. They are able to present their findings effectively. For example, pupils may develop a hypothesis about the effects of a local building project. To test this hypothesis they would create a questionnaire to collect and record people's attitudes, process the data in a spreadsheet or database and use their analysis to support or refute their hypothesis, finally using graphs to present their findings.

Developing ideas and making things happen

Developing ideas and making things happen is concerned with using ICT to process, develop or display information efficiently.

Pupils are taught to **analyse** problems, breaking them down into component parts, and to **automate processes** to increase their speed and accuracy. For example, pupils may develop their understanding of efficiency by using master pages in publications to explore a range of possibilities before making a decision.

Pupils are taught that they can use **models and modelling** to represent a situation or process on screen. They explore patterns and relationships by changing variables and rules and can use this technique to answer 'What if ... ?' questions. For example, pupils may explore a spreadsheet model of the relative costs of running a mobile phone by changing the number of minutes used per month (changing variables) to see what the phone would cost if They may then develop the model by including the number of free text messages (changing rules).

Pupils are taught to develop computer-based systems to **control and monitor** situations. They analyse the problem and design, create, test and refine a solution. For example, in a science experiment pupils may develop a system to measure temperature, light and humidity, using a range of sensors incorporating a subroutine for each sensor, with appropriate sampling rates, and triggering an alarm when a condition is met.

Exchanging and sharing information

This theme relates to the process of communication. Pupils are taught to recognise common forms and conventions used in communications and to use this knowledge to present information appropriately to a specified audience.

When **exchanging and sharing information**, pupils are taught to consider **fitness for purpose**. They review and evaluate the effectiveness of their work and are able to justify the choices they have made. They are able to use this critical evaluation to develop and improve their **presentation** of information, **refining** it for the purpose and audience. For example, pupils may use digital video to create an advertisement for overseas visitors to their locality. They may refine their work further by devising criteria drawn from an analysis of existing TV adverts, during which they identify the common forms and conventions.

They are taught to use ICT to **communicate** effectively with wider and remote audiences. For example, pupils may use e-mail or online questionnaires to gather information from pupils in other countries, recognising and understanding the technical issues involved and the rules governing such communications.

Year 7 teaching objectives

Finding things out	Developing ideas and making things happen	Exchanging and sharing information
<p>Using data and information sources</p> <ul style="list-style-type: none"> Understand that different forms of information – text, graphics, sound, numeric data and symbols – can be combined to create meaning and impact. Identify the purpose of an information source (e.g. to present facts or opinions, to advertise, publicise or entertain) and whether it is likely to be biased. Identify what information is relevant to a task. Understand how someone using an information source could be misled by missing or inaccurate information. <p>Searching and selecting</p> <ul style="list-style-type: none"> Search a variety of sources for information relevant to a task (e.g. using indexes, search techniques, navigational structures and engines). Narrow down a search to achieve more relevant results. Assess the value of information from various sources to a particular task. Acknowledge sources of information used. <p>Organising and investigating</p> <ul style="list-style-type: none"> In an investigation: <ul style="list-style-type: none"> design and use an appropriate data handling structure to answer questions and draw conclusions; design a questionnaire or data collection sheet to provide relevant data; check data efficiently for errors; investigate relationships between variables; use software to represent data in simple graphs, charts or tables, justifying the choice of representation; derive new information from data, e.g. averages, probabilities; check whether conclusions are plausible; review and amend the structure and its data to answer further questions. 	<p>Analysing and automating processes</p> <ul style="list-style-type: none"> Use automated processes to increase efficiency (e.g. templates, master pages). Represent simple processes as diagrams, showing: <ul style="list-style-type: none"> how a task can be broken down into smaller ones; the sequence of operations, and any conditions or decisions that affect it; the initial information needed (e.g. room temperature, prices of items). <p>Models and modelling</p> <ul style="list-style-type: none"> Use software to investigate and amend a simple model by: <ul style="list-style-type: none"> formatting and labelling data appropriately (e.g. formatting cells to display currency); entering rules or formulae and checking their appropriateness and accurate working; explaining the rules governing a model; predicting the effects of changing variables or rules. Test whether a simple model operates satisfactorily. <p>Control and monitoring</p> <ul style="list-style-type: none"> Implement a system to carry out a simple control task, including some that involve sensed physical data, by: <ul style="list-style-type: none"> compiling sets of instructions, identifying those which can be grouped to form procedures or loops; testing and refining the instructions. 	<p>Fitness for purpose</p> <ul style="list-style-type: none"> Recognise common forms and conventions used in communications and how these address audience needs (e.g. columns of text in newspapers, graphics and enlarged print in posters, hyperlinks on websites). Apply understanding of common forms and conventions to own ICT work. Use given criteria to evaluate the effectiveness of own and others' publications and presentations. <p>Refining and presenting information</p> <ul style="list-style-type: none"> Plan and design the presentation of information in digital media, taking account of the purpose of the presentation and intended audience. Use ICT to draft and refine a presentation, including: <ul style="list-style-type: none"> capturing still and moving images and sound (e.g. using a scanner, digital camera, microphone); reorganising, developing and combining information, including text, images and sound, using the simple editing functions of common applications; importing and exporting data and information in appropriate formats. <p>Communicating</p> <ul style="list-style-type: none"> Use e-mail securely and efficiently for short messages and supporting material. Know how to protect personal details and why this is important.

NOTE: Objectives highlighted in colour are related to reviewing, modifying and evaluating work as it progresses.

Year 8 teaching objectives

Finding things out	Developing ideas and making things happen	Exchanging and sharing information
<p>Using data and information sources</p> <ul style="list-style-type: none"> Understand how the content and style of an information source affect its suitability for particular purposes, by considering: <ul style="list-style-type: none"> its mix of fact, opinion and material designed to advertise, publicise or entertain; the viewpoints it offers; the clarity, accessibility and plausibility of the material. Devise and apply criteria to evaluate how well various information sources will support a task. Justify the use of particular information sources to support an investigation or presentation. <p>Searching and selecting</p> <ul style="list-style-type: none"> Extend and refine search methods to be more efficient (e.g. using synonyms and AND, OR, NOT). Explain the advantages of the methods used by different search engines and programs to search for data in various formats. <p>Organising and investigating</p> <ul style="list-style-type: none"> In an investigation: <ul style="list-style-type: none"> use software options and formats to store, retrieve and present electronic material efficiently; explore and interpret collected data in order to draw conclusions; assess the consistency of conclusions with other evidence. Understand: <ul style="list-style-type: none"> how data collection and storage are automated in commerce and some public services; the impact of electronic databases on commercial practice and society; potential misuse of personal data. 	<p>Analysing and automating processes</p> <ul style="list-style-type: none"> Automate simple processes by: <ul style="list-style-type: none"> creating templates; creating simple software routines (e.g. style sheets, web queries, control techniques on web pages). Consider the benefits and drawbacks of using ICT to automate processes (e.g. using wizards, templates). Represent simple design specifications as diagrams. <p>Models and modelling</p> <ul style="list-style-type: none"> Develop ICT-based models and test predictions by changing variables and rules. Draw and explain conclusions (e.g. 'the best value for money is obtained when ...'). Review and modify ICT models to improve their accuracy and extend their scope (e.g. by introducing different or new variables and producing further outcomes). <p>Control and monitoring</p> <ul style="list-style-type: none"> Develop and test a system to monitor and control events by: <ul style="list-style-type: none"> using sensors efficiently; developing, testing and refining efficient sequences of instructions and procedures; assessing the effects of sampling and transmission rates on the accuracy of data from sensors. Understand how control and monitoring has affected commercial and industrial processes (e.g. telecommunication, health and transport services). 	<p>Fitness for purpose</p> <ul style="list-style-type: none"> Recognise how different media and presentation techniques convey similar content in ways that have different impacts. Understand that an effective presentation or publication will address audience expectations and needs (e.g. the audience's levels of literacy, familiarity with a topic). Devise criteria to evaluate the effectiveness of own and others' publications and presentations, and use the criteria to make refinements. <p>Refining and presenting information</p> <ul style="list-style-type: none"> Plan and design presentations and publications, showing how account has been taken of: <ul style="list-style-type: none"> audience expectations and needs; the ICT and media facilities available. Use a range of ICT tools efficiently to combine, refine and present information by: <ul style="list-style-type: none"> extracting, combining and modifying relevant information for specific purposes; structuring a publication or presentation (e.g. using document styles, templates, time lines in sound and video editing, navigational structures in web media). <p>Communicating</p> <ul style="list-style-type: none"> Understand some of the technical issues involved in efficient electronic communications (e.g. speed and bandwidth, size and type of file, features of different browsers and mail software). Use ICT effectively to adapt material for publication to wider or remote audiences (e.g. as web articles or sites).

NOTE: Objectives highlighted in colour are related to reviewing, modifying and evaluating work as it progresses.

Year 9 teaching objectives

Finding things out	Developing ideas and making things happen	Exchanging and sharing information
<p>Using data and information sources</p> <ul style="list-style-type: none"> • Select information sources and data systematically for an identified purpose by: <ul style="list-style-type: none"> – judging the reliability of the information sources; – identifying possible bias due to sampling methods; – collecting valid, accurate data efficiently; – recognising potential misuse of collected data. <p>Searching and selecting</p> <ul style="list-style-type: none"> • As part of a study, analyse high-volume quantitative and qualitative data systematically by: <ul style="list-style-type: none"> – exploring the data to form and test hypotheses; – identifying correlations between variables; – drawing valid conclusions and making predictions; – reviewing the process of analysis and the plausibility of the predictions or conclusions. <p>Organising and investigating</p> <ul style="list-style-type: none"> • Construct, test and document the development of a database system which shows: <ul style="list-style-type: none"> – a design specification; – appropriate means of data input and validation; – systematic testing of processes and reports; – evaluation of the system's performance and suggested modifications. 	<p>Analysing and automating processes</p> <ul style="list-style-type: none"> • Automate ICT processes (e.g. use software to merge mail, create macros in an application program). • Represent a system in a diagram, identifying all its parts, including inputs, outputs and the processes used (e.g. to validate data). <p>Models and modelling</p> <ul style="list-style-type: none"> • Design and create ICT-based models, testing and refining rules or procedures. • Test hypotheses and predictions using models, comparing their behaviour with information from other sources. <p>Control and monitoring</p> <ul style="list-style-type: none"> • Use ICT to build and test an efficient system to monitor and control events, including: <ul style="list-style-type: none"> – testing all elements of the system using appropriate test data; – evaluating the system's performance; – annotating work to highlight processes and justify decisions. • Review and modify own or others' monitoring and control systems to improve efficiency (e.g. use more efficient procedures, reduce the number of instructions or procedures, add an element of feedback). 	<p>Fitness for purpose</p> <ul style="list-style-type: none"> • Produce high quality ICT-based presentations by: <ul style="list-style-type: none"> – creating clear presentations, sensitive to audience needs; – justifying the choice of form, style and content. • Use knowledge of publications and media forms to devise criteria to assess the quality and impact of multimedia communications and presentations, and apply the criteria to develop and refine own work. <p>Refining and presenting information</p> <ul style="list-style-type: none"> • Use a wide range of ICT independently and efficiently to combine, refine, interpret and present information by: <ul style="list-style-type: none"> – structuring, refining and synthesising information from a range of sources; – selecting and using software effectively, justifying the choices made. <p>Communicating</p> <ul style="list-style-type: none"> • Apply knowledge of the technical issues involved to communicate information efficiently (e.g. choose suitable file types to speed up transfer, use mail lists to speed up communication, use website tagging and hyperlinks to speed up searching). • Understand the advantages, dangers and moral issues in using ICT to manipulate and present information to large unknown audiences (e.g. issues of ownership, quality control, exclusion, impact on particular communities).

NOTE: Objectives highlighted in colour are related to reviewing, modifying and evaluating work as it progresses.

Appendix 3

End of Key Stage 2 expectations

From Key Stage 2 to Key Stage 3

This appendix describes what most pupils should have learned in ICT by the end of Key Stage 2, particularly those aspects that relate to the yearly objectives in Key Stage 3.

Finding things out

By the end of Year 6, most pupils should be able to:

- identify the information they need to complete a simple task or solve a simple problem;
- use simple search techniques, including indexes and lists of contents, to find information;
- prepare information for use in a task by downloading relevant pieces or collecting them from various sources;
- classify information for use in a database and understand how a suitable structure is created;
- recognise different types of information such as text, numbers, graphics;
- enter data into a database, search it and present data in simple tables and graphs;
- check that information is accurate and reasonable;
- discuss what might happen if information is entered into the computer incorrectly or not downloaded completely.

Developing ideas and making things happen

By the end of Year 6, most pupils should be able to:

- combine text, graphics and sound to develop and present their ideas;
- reorganise information for a particular task or problem;
- create, test and refine a simple sequence of instructions to control events or make things happen;
- use datalogging equipment to monitor changes, for example, in light, temperature or sound;
- use simple spreadsheet models to explore the effect of changing variables and answer straightforward questions;
- identify patterns revealed by simple models or simulations.

Exchanging and sharing information

By the end of Year 6, most pupils should be able to:

- use e-mail;
- use software to create stories, animations, presentations, displays and posters;
- consider the needs of different audiences, such as parents, peer groups, younger or older pupils;
- recognise the need for quality and accuracy in their presentations of work and ideas;
- work in groups to solve problems and complete tasks.

Reviewing, modifying and evaluating work as it progresses

By the end of Year 6, most pupils should be able to:

- review what they have done and consider how they might improve their work;
- evaluate other people's work and get ideas for their own;
- describe their use of ICT and how they might have completed a task using other methods;
- compare their use of ICT with other people's;
- recognise the benefits of using ICT for particular tasks;
- describe some uses of ICT outside school and the impact it might have on people at work and at home.

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